**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **\_\_Weather or Not: Cloudy With a Chance of Meatballs\_\_** TIME FRAME: **\_\_One week\_** TEACHER: \_**Fourth Grade Teachers\_\_\_**

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This lesson helps students to understand and become familiar with different forms of precipitation and identify factors associated with each weather type, collect weather data, and predict weather patterns. They will learn about how people depend on the environment and how movement of the people brings changes. | | | | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.  X Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.  X Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | | | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL.4.3:**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **RL.4.3:**Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **RI4.5** – Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | | |  | | --- | | **Writing** | |  |   **W4.1b** – Provide reasons that are supported by facts and details  **W4.10 -** Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **W4.7 –**Conduct short research projects that build knowledge through investigation of different aspects of a topic | | | |  | | --- | | **Speaking and Listening** |   **SL.4.1:**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.  **SL.4.1(c):**Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | | | |  | | --- | | **Language** |   **L4.1g -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., *to, too, two; there, their*).  **L4.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a commas and quotation marks to mark direct speech and quotations from a text. |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | | | |
| How do people depend on the environment? | | | | Read and discuss the different forms of precipitation | | | | |
| What do you think is the people’s responsibility toward the environment? | | | | Participate in group discussion about weather and climate | | | | |
| What factors contribute to the different types of precipitation? | | | | Research weather and climate of other places and compare and contrast similarities and differences | | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | | | |
| **Reading Tasks**  Read *Cloudy with a Chance of Meatballs* by Judy Barrett. Does this story remind you of another story you’ve read?  Read the poem “[Clouds](http://www.scrapbook.com/poems/doc/106/118.html)” (Christina Rosetti). Highlight forms of figurative language, lines of interest, and unfamiliar vocabulary  Research the climate of other states, cities, and countries. Compare and contrast how their climate is similar or different. Create a comparison map showing places that share the same climate | **Writing Tasks**  Write a alternate ending to the story – tragedy  Write a book critique in their journals including their opinions and views of the text  Create a poem about weather and weather patterns  Change the title of the book and explain how your new title fits the text? | | | **Discussion Tasks**  Complete a story map using the five W’s and discuss with five partners. Students choose a different classmate for each finger to share with.  Create a weather television broadcast in small groups – videotape. Students evaluate and make judgments on overall presentation and group effort. (rubric) | | | **Language/Vocabulary Tasks**  Complete a KWL similarity using the weather words  Mix and Match Game with vocabulary words on index cards  Design vocabulary cards with illustration, definitions to practice using a variety of word games | |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | | | | |
| **DIAGNOSTIC** | | | **FORMATIVE** | | | **SUMMATIVE** | | |
| Teacher-made tests  Create a weather chart and using food stickers or pictures in place of temperature and climate  Develop questions from the topic utilizing Bloom’s Taxonomy stems. | | | Match and Paste Types of Precipitation  Write a short summary about what they learned  Write five ways people are affected by weather | | | Six Weeks Exams  Classscape Assessments  Teacher-made tests | | |
| |  | | --- | | **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  **Literary Texts**  **Stories (set in Kenya)**   * + - *Safari Journal (ASPCA Henry Bergh Children's Book Awards)*(Hudson Talbott)     - *Owen and Mzee: The True Story of a Remarkable Friendship*(Craig Hatkoff)   **Poems**   * + - "[Dust of Snow](http://www.online-literature.com/frost/743/)" (Robert Frost) (E)     - "[Fog](http://www.poetry-online.org/sandburg_carl_fog.htm)" by Carl Sandburg (E)     - *A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers*(Nancy Willard)     - “[Clouds](http://www.scrapbook.com/poems/doc/106/118.html)” (Christina Rosetti)     - *The Storm Book* (Charlotte Zolotow)   **Book About Poetry Terms**   * + - It Figures!: Fun Figures of Speech (Marvin Terban)   **Stories**   * + - *Time of Wonder*(Robert McCloskey)     - *Strawberry Girl*(Lois Lenski)     - *The Long Winter*(Laura Ingalls Wilder) (EA)     - *One Day in the Prairie*(Jean Craighead George)     - *A Prairie Alphabet (ABC Our Country)*(Jo Bannatyne-Cugnet)     - *Rainbow Crow*(Nancy Van Laan)     - *Hurricane Book & CD (Read Along)*(David Wiesner)     - *Hurricane*(Jonathan London)   **Informational Texts**  **General Reference**   * + - *National Geographic Atlas for Young Explorers*   **Seasons and Weather (in Kenya)**   * + - “Kenya’s Long Dry Season” (Nellie Gonzalez Cutler) (E)   **Seasons and Weather**   * + - *W is for Wind: A Weather Alphabet* (Pat Michaels)     - *Hurricanes: Earth's Mightiest Storms*(Patricia Lauber) (E)     - *Hurricanes*(Seymour Simon) (EA)     - *The Everything Kids' Weather Book*(Joseph Snedeker)     - *Do Tornadoes Really Twist? Questions and Answers About tornadoes and Hurricanes*(Melvin and Gilda Berger) (EA)     - *Weather Whys: Questions, Facts And Riddles About Weather*(Mike Artell)     - *Let's Investigate Marvelously Meaningful Maps*(Madelyn Wood Carlisle) (E)     - *If You're Not from the Prairie*(David Bouchard)     - *Can It Rain Cats and Dogs? Questions and Answers About Weather (Scholastic Question and Answer Series)*(Melvin Berger) (EA)     - *Storms*(Seymour Simon) (EA)     - *Cloud Dance*(Thomas Locker)     - *The Cloud Book: Words and Pictures* (TomieDePaola) (EA)     - *The Snowflake : A Water Cycle Story*(Neil Waldman)   **Informational Text (Advanced Readers or Read Aloud)**   * + - *The Weather Wizard's Cloud Book: A Unique Way to Predict the Weather Accurately and Easily by Reading the Clouds*(Louis D. Rubin Sr.)   **Art, Music, and Media**  **Art**   * + - John Constable, [Seascape Study with Rain Cloud](http://en.wikipedia.org/wiki/File:Constable_-_Seascape_Study_with_Rain_Cloud.jpg) (1827)     - Emile Nolde, [Bewegtes Meer](http://www.museen-sh.de/ml/digi_einzBild.php?pi=18_593&digiID=200.6881224&s=2&&page=1&action=vonsuche&r=9) (1948)     - Claude Monet, [Rouen Cathedral: The Portal (Sunlight)](http://www.musee-orsay.fr/en/collections/index-of-works/resultat-collection.html?no_cache=1&zoom=1&tx_damzoom_pi1%5Bzoom%5D=0&tx_damzoom_pi1%5BxmlId%5D=001287&tx_damzoom_pi1%5Bback%5D=en%2Fcollections%2Findex-of-works%2Fresultat-collection.html%3Fno_cache%25) (1893)     - Martin Johnson Heade, [On the San Sebastian River](http://en.wikipedia.org/wiki/File:On_the_San_Sebastian_River_Florida_Martin_Johnson_Heade.jpeg) (1883-1890)     - Thomas Hart Benton, [July Hay](http://www.metmuseum.org/works_of_art/collection_database/modern_art/july_hay_thomas_hart_benton/objectview_enlarge.aspx?page=37&sort=0&sortdir=asc&keyword=&fp=1&dd1=21&dd2=0&vw=1&collID=21&OID=210008310&vT=1) (1943)     - Tom Thompson, [April in Algonquin Park](http://en.wikipedia.org/wiki/File:Tom_Thomson,1917,_April_in_Algonquin_Park,21_x_26,5_cm,_Tom_Thomson_Memorial_Art_Gallery.jpg) (1917)     - EdouardManet, [Boating](http://www.metmuseum.org/works_of_art/collection_database/european_paintings/boating_edouard_manet/objectview_enlarge.aspx?page=2&sort=0&sortdir=asc&keyword=delacroix&fp=1&dd1=11&dd2=0&vw=1&collID=11&OID=110001392&vT=1) (1874)     - Wassily Kandinsky, [Cemetery and Vicarage in Kochel](http://www.wassilykandinsky.net/work-9.php) (1909)   Websites: <http://www.theweatherchannelkids.com/weather-games/>  <http://pbskids.org/catinthehat/games/weather-transformer.html>  <http://weather.about.com/od/meteorologyandsociety/tp/weathergames.htm>  <http://www.cotf.edu/ete/modules/k4/online/Wonline1.html>  <http://www.scholastic.com/kids/weather/sim/game.htm> | | | | | | | | | |
| **Notes:** | | | | | | | | |